

Stage 2 Determine Acceptable Evidence.

Performance Task (Summary in G.R.A.S.P.S. form): (T)

Goal: Your task is to decide how to distribute the district's state funding allocation among the each of the schools in the district.

Role: You are the chief financial officer for the district

Audience: You need to convince the principal at each school that their slice of the pie is a fair allocation, considering the size and demographic distribution of their school.

Situation: The challenge involves dealing with the cost differential with regard to educating students in different demographic sub-groups.

Product/Presentation: You need to develop a Subsidy Allocation Formula using an Excel template, so that the district subsidy can be equitably distributed among each school.

Standards (criteria from both rubrics):

Other Evidence (quizzes, test, prompts, observations, dialogues, work sample, etc.):

Other Evidence (OE)

- Survey: Multi-choice quiz delivered as an online survey; will assess understanding of subsidy calculation and the real cost of inaccurate data.
- Summary: Five point written summary of a current data collection procedure used in their school.
- Diagram: Fill in a simple flow chart template to show an improved data entry procedure.
- Survey: Multi-choice quiz delivered as an online survey; will assess understanding of why each data point is collected.
- Diagram: Venn diagram of data users to show intersections between uses and data points.
- Discussion: Open critique of each data entry flow charts, student will use their data experiences to make suggestions to others.

Student Self-Assessment and Reflection

Self-Assessment (SA)

- Online Survey (using Infinite Campus): Pre-assessment to discern ability level and existing knowledge
- Six strategies to CHECK FOR UNDERSTANDING: 1) As I See It, 2) Make It a Priority, 3) Sequencing Events, 4) Thinking Diagram, 5) The Microscope, 6) 3-2-1 Reflection
- Self Feedback - Students will be asked to critique their own process designs
- Peer Feedback - Class will be given the opportunity to correct each others mistakes
- Teacher Feedback - In class responses to checks for understanding.

Assessment Task Blue Print

What understandings/goals will be assessed through this task? (G)

Understanding

Goal (MLR)

- Secretaries will understand that student data affects state funding
- Student data will meet Maine Student Data Standards

What criteria are implied in the standard(s) understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Big Idea

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- Data Accuracy
- Efficient Data Procedures

Through what authentic performance task will students demonstrate understandings?

Task Description: (T)

You are a school district's Chief Financial Officer and must distribute a given sum of State funds equitably among the 10 schools in your district. *Equal* distribution might be to give each school 10% of the total, but *equitable* distribution must take into account a variety of important demographic factors; the most obvious of which is school size. Other factors to consider are the relative populations of SpEd and low-SES students.

You will be provided with an Excel template that you can manipulate to come up with an appropriate allocation formula. The components included on the template will be taken from the Maine DOE Student Data Standards to provide an insight into the demographic factors that the State considers important. After funding formulas have been developed, inaccurate demographic data will be fed into the spreadsheet for one school to demonstrate the cost of careless data entry.

Your final funding distribution will be presented to a panel of Principals. A projector will be provided to display your spreadsheet. Expect questions and be prepared to defend your allocation decisions and also explain steps taken to ensure accurate data.

What student products/performances will provide evidence of desired understandings?

Type II Product

Type of Presentation

- Excel Sheet with working subsidy formula
- Oral presentation to explain subsidy distribution

By what criteria will student products/performances be evaluated?

Product Criteria

Presentation Criteria

- Content 1: Understanding of funding components
- Content 2: Understanding of bigger picture
- Explanation
- Strategy/Procedures
- Neatness and Organization
- Completion
- Audience and purpose
- Defense of content
- Use of Technology
- Enthusiasm
- Listens to Other Presentations
- Evaluates Peers: Critical Feedback

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